

**K-8**  
**Foreign Language Experiences**

**Foreign Languages**  
**Curriculum Framework**

**Revised 2013**

## K-8 Foreign Language Experiences Curriculum Framework

The Student Learning Expectations (SLEs) within this framework document are for all K-8 students who are not enrolled in a foreign language class. These SLEs may be incorporated into any course, regardless of the teacher's training or lack of training in a foreign language.

Strand	Content Standard
Cultures	
1. Cultural Products and Practices	Students will discuss products and practices from diverse cultures.
Connections	
2. Cross-Cultural Connections	Students will develop connections to other languages and cultures.

### Notes:

1. Each grade level continues to address earlier Student Learning Expectations as needed.
2. Words that appear in italics within this document are defined in the glossary.
3. The examples given (e.g.,) are suggestions to guide the instructor.
4. Common Core State Standards (CCSS) alignment key, R.CCR.1 = Reading.College and Career Ready Anchor Standard.1

Strand: Cultures

Content Standard 1: Students will discuss products and practices from diverse cultures.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS ELA-Literacy Alignment
Cultural <i>Products and Practices</i>	CLT.1.K.1 Observe <i>products</i> of various cultures, as appropriate for the grade (e.g., food, shelter, clothing, toys, music, art, sports, recreation, literature, flags, money, symbols, landmarks)	CLT.1.1.1 Identify <i>products</i> of various cultures, as appropriate for the grade (e.g., food, shelter, clothing, toys, music, art, sports, recreation, literature, flags, money, symbols, landmarks)	CLT.1.2.1 Identify <i>products</i> of various cultures, as appropriate for the grade (e.g., food, shelter, clothing, toys, music, art, sports, recreation, literature, flags, money, symbols, landmarks)	CLT.1.3.1 Discuss <i>products</i> of various cultures, as appropriate for the grade (e.g., food, shelter, clothing, toys, music, art, sports, recreation, literature, flags, money, symbols, landmarks)	CLT.1.4.1 Discuss <i>products</i> of various cultures, as appropriate for the grade (e.g., food, shelter, clothing, toys, music, art, sports, recreation, literature, flags, money, symbols, landmarks)	R.CCR.7 SL.CCR.1, 2 L.CCR.3
	CLT.1.K.2 Observe <i>customs and traditions</i> , as appropriate for the grade (e.g., celebrations, holidays)	CLT.1.1.2 Identify <i>customs and traditions</i> , as appropriate for the grade (e.g., celebrations, holidays)	CLT.1.2.2 Identify <i>customs and traditions</i> , as appropriate for the grade (e.g., celebrations, holidays)	CLT.1.3.2 Discuss <i>customs and traditions</i> , as appropriate for the grade (e.g., celebrations, holidays)	CLT.1.4.2 Discuss <i>customs and traditions</i> , as appropriate for the grade (e.g., celebrations, holidays)	
	CLT.1.K.3 Participate in <i>multicultural</i> activities, as appropriate for the grade (e.g., reading literature, singing, playing sports, creating art, making crafts, dancing, celebrating)	CLT.1.1.3 Participate in <i>multicultural</i> activities, as appropriate for the grade (e.g., reading literature, singing, playing sports, creating art, making crafts, dancing, celebrating)	CLT.1.2.3 Participate in <i>multicultural</i> activities, as appropriate for the grade (e.g., reading literature, singing, playing sports, creating art, making crafts, dancing, celebrating)	CLT.1.3.3 Participate in <i>multicultural</i> activities, as appropriate for the grade (e.g., reading literature, singing, playing sports, creating art, making crafts, dancing, celebrating)	CLT.1.4.3 Participate in <i>multicultural</i> activities, as appropriate for the grade (e.g., reading literature, singing, playing sports, creating art, making crafts, dancing, celebrating)	

Strand: Connections

Content Standard 2: Students will develop connections to other languages and cultures.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS ELA-Literacy Alignment
Cross-Cultural Connections	CNN.2.K.1 Recognize the need to communicate with members of other language or <i>cultural groups</i> , as appropriate for the grade	CNN.2.1.1 Recognize the need to communicate with members of other language or <i>cultural groups</i> , as appropriate for the grade	CNN.2.2.1 Recognize the need to communicate with members of other language or <i>cultural groups</i> , as appropriate for the grade	CNN.2.3.1 Discuss the need to communicate with members of other language or <i>cultural groups</i> , as appropriate for the grade	CNN.2.4.1 Discuss the need to communicate with members of other language or <i>cultural groups</i> , as appropriate for the grade	R.CCR.1, 4, 7, 10 SL.CCR.1, 3, 4, 6 L.CCR.1, 3, 4, 5, 6
	CNN.2.K.2 Recognize that other languages exist, as appropriate for the grade	CNN.2.1.2 Recognize that other languages exist, as appropriate for the grade	CNN.2.2.2 Recognize some countries use another language, as appropriate for the grade	CNN.2.3.2 Recognize some countries use another language, as appropriate for the grade	CNN.2.4.2 Recognize groups within Arkansas that use or have used another language	
	CNN.2.K.3 Recognize words from other languages when encountered (e.g., greetings, holidays, food, <i>borrowed words</i> )	CNN.2.1.3 Identify words from other languages when encountered, as appropriate for the grade (e.g., greetings, holidays, food, <i>borrowed words</i> )	CNN.2.2.3 Identify words from other languages when encountered, as appropriate for the grade (e.g., greetings, celebrations, food, <i>borrowed words</i> )	CNN.2.3.3 Recognize words encountered in text that are the same or similar across languages (e.g., <i>borrowed words</i> , <i>cognates</i> , word origins)	CNN.2.4.3 Identify words encountered in text that are the same or similar across languages (e.g., <i>borrowed words</i> , <i>cognates</i> , word origins)	
	CNN.2.K.4 The SLE is not appropriate for this level/course.	CNN.2.1.4 The SLE is not appropriate for this level/course.	CNN.2.2.4 The SLE is not appropriate for this level/course.	CNN.2.3.4 The SLE is not appropriate for this level/course.	CNN.2.4.4 The SLE is not appropriate for this level/course.	

Strand: Cultures

Content Standard 1: Students will discuss products and practices from diverse cultures.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Grade 5	Grade 6	Grade 7	Grade 8	CCSS ELA-Literacy Alignment
Cultural <i>Products and Practices</i>	CLT.1.5.1 Compare and contrast <i>products</i> of various cultures, as appropriate for the grade (e.g., food, shelter, clothing, toys, music, art, sports, recreation, literature, flags, money, symbols, landmarks)	CLT.1.6.1 Compare and contrast <i>products</i> of various cultures, as appropriate for the grade (e.g., food, shelter, clothing, toys, music, art, sports, recreation, literature, flags, money, symbols, landmarks)	CLT.1.7.1 Compare and contrast <i>products</i> of various cultures, as appropriate for the grade (e.g., food, shelter, clothing, toys, music, art, sports, recreation, literature, flags, money, symbols, landmarks)	CLT.1.8.1 Compare and contrast <i>products</i> of various cultures, as appropriate for the grade (e.g., food, shelter, clothing, toys, music, art, sports, recreation, literature, flags, money, symbols, landmarks)	R.CCR.7 SL.CCR.1, 2 L.CCR.3
	CLT.1.5.2 Discuss <i>customs</i> and <i>traditions</i> , as appropriate for the grade (e.g., celebrations, holidays)	CLT.1.6.2 Discuss <i>customs</i> and <i>traditions</i> , as appropriate for the grade (e.g., celebrations, holidays)	CLT.1.7.2 Discuss <i>customs</i> and <i>traditions</i> , as appropriate for the grade (e.g., celebrations, holidays)	CLT.1.8.2 Discuss <i>customs</i> and <i>traditions</i> , as appropriate for the grade (e.g., celebrations, holidays)	
	CLT.1.5.3 Participate in <i>multicultural</i> activities, as appropriate for the grade (e.g., reading literature, singing, playing sports, creating art, making crafts, dancing, celebrating)	CLT.1.6.3 Participate in <i>multicultural</i> activities, as appropriate for the grade (e.g., reading literature, singing, playing sports, creating art, making crafts, dancing, celebrating)	CLT.1.7.3 Participate in <i>multicultural</i> activities, as appropriate for the grade (e.g., reading literature, singing, playing sports, creating art, making crafts, dancing, celebrating)	CLT.1.8.3 Participate in <i>multicultural</i> activities, as appropriate for the grade (e.g., reading literature, singing, playing sports, creating art, making crafts, dancing, celebrating)	

Strand: Connections

Content Standard 2: Students will develop connections to other languages and cultures.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Grade 5	Grade 6	Grade 7	Grade 8	CCSS ELA-Literacy Alignment
Cross-Cultural Connections	CNN.2.5.1 Discuss the need to communicate with members of other language or <i>cultural groups</i> , as appropriate for the grade	CNN.2.6.1 Discuss the need to communicate with members of other language or <i>cultural groups</i> , as appropriate for the grade	CNN.2.7.1 Discuss the need to communicate with members of other language or <i>cultural groups</i> , as appropriate for the grade	CNN.2.8.1 Discuss the need to communicate with members of other language or <i>cultural groups</i> , as appropriate for the grade	R.CCR.1, 4, 7, 10 SL.CCR.1, 3, 4, 6 L.CCR.1, 3, 4, 5, 6
	CNN.2.5.2 Recognize groups in the United States that speak another language	CNN.2.6.2 Recognize groups in North America that speak another language	CNN.2.7.2 Recognize groups in other countries that speak another language	CNN.2.8.2 Recognize groups in other countries that speak another language	
	CNN.2.5.3 Identify words encountered in text that are the same or similar across languages and predict their meaning, as appropriate for the grade (e.g., <i>borrowed words</i> , <i>cognates</i> , word origins)	CNN.2.6.3 Identify words encountered in text that are the same or similar across languages and predict their meaning, as appropriate for the grade (e.g., <i>borrowed words</i> , <i>cognates</i> , word origins)	CNN.2.7.3 Identify words encountered in text that are the same or similar across languages and predict their meaning, as appropriate for the grade (e.g., <i>borrowed words</i> , <i>cognates</i> , word origins)	CNN.2.8.3 Identify words encountered in text that are the same or similar across languages and predict their meaning, as appropriate for the grade (e.g., <i>borrowed words</i> , <i>cognates</i> , word origins)	
	CNN.2.5.4 Discuss historical or current contributions of individuals representing other languages or cultures, as appropriate for the grade (e.g., writers, artists, scientists, inventors, mathematicians, political leaders, historical figures, explorers, immigrants, athletes)	CNN.2.6.4 Discuss historical or current contributions of groups representing other languages or cultures, as appropriate for the grade (e.g., writers, artists, scientists, inventors, mathematicians, political leaders, historical figures, explorers, immigrants, athletes)	CNN.2.7.4 Discuss historical or current contributions of individuals and/or groups representing other languages or cultures (e.g., writers, artists, scientists, inventors, mathematicians, political leaders, historical figures, explorers, migration groups, immigrants, athletes)	CNN.2.8.4 Discuss historical or current contributions of individuals and/or groups representing other languages or cultures (e.g., writers, artists, scientists, inventors, mathematicians, political leaders, historical figures, explorers, migration groups, immigrants, athletes)	

# Glossary for K-8 Foreign Language Experiences Curriculum Framework

Borrowed word	A word or phrase adopted from one language into another with no significant change in spelling or pronunciation (e.g., et cetera, rodeo, kindergarten, plateau, algebra, buffet)
Cognate	A word from different languages that sounds or looks similar and has a similar meaning, typically evolved from a common origin (e.g., fabuloso, liberté, Haus, сестра)
Cultural group	A group of individuals related by culture
Custom	A practice common to a particular culture
Multicultural	Of, or relating to, many cultures
Practice	A pattern of behavior accepted by a society; knowledge of what to do, when, and where
Product	A concrete (tangible) or abstract (intangible) cultural element of a society
Tradition	A belief or custom transmitted through multiple generations

## Contributors

The following people contributed to the development of this document:

Dr. Ricky Adamson -- Rogers School District	Linnea Koester -- Eureka Springs School District
Isabel Ayala -- Fort Smith School District	Jennifer LeFevre -- Arkansas School for Mathematics, Sciences, and the Arts
Sarah Bunton -- Fayetteville School District	Dholy Loor -- Carlisle School District
Mark Byers -- Fort Smith School District	Megan Motley -- Little Rock School District
Sara Case -- Little Rock School District	David Nance -- Virtual Arkansas
Raquel Castro -- University of Arkansas at Fayetteville	Kristie Orellana -- Rogers School District
Kham Chanthaphasouk -- Benton School District	Pamela Reynolds -- Siloam Springs School District
Jennifer Deacon -- Arkansas School for Mathematics, Sciences, and the Arts	Sarah Rout -- Piggott School District
Claudia Devich -- University of Arkansas at Fayetteville	Sekou Sangare -- El Dorado School District
Rhonda Dickey -- North Little Rock School District	Suzanne Silva -- Lakeside School District (Chicot County)
Sean M. Fletcher -- Yellville-Summit School District	Robert Snyder -- Springdale School District
Wanda Ford -- Little Rock School District	Tamara Stassen -- Fayetteville School District
Cecilia Franco -- North Little Rock School District	Sandra Thompson -- Texarkana School District
Glenda Fuller -- Arkansas School for Mathematics, Sciences, and the Arts	Cendi Vazquez -- Danville School District
Rebecca Gottlieb -- Arkansas Department of Education	Catalina Vizuet -- Mena School District
Nola Harrison -- Pine Bluff School District	Lidia Wallace -- Harrisburg School District
Dr. Antony Hobbs -- University of Arkansas at Pine Bluff	Amy Westerman -- Virtual Arkansas
Nathaniel Klym -- West Memphis School District	Dr. Jia Zhu -- University of Central Arkansas